

## Implementation of Servant Leadership at “X” Christian High School in Surabaya

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### Abstract

Servant leadership is a leadership approach that requires leaders to understand and meet their followers' needs. During the pandemic, the learning process occurred remotely, requiring educational leadership that understands the difficulties faced by both teachers and students. This study examines how leaders and teachers understand and implement servant leadership in the learning process through a consultative project involving leaders, teachers, and students through interviews and questionnaires. The author used the Servant Leadership Behaviour Scale (SLBS) as a theoretical basis and statement items for 246 students. This research used 'mixed methods' by combining qualitative and quantitative data. The author found the understanding of Servant Leadership in the leaders and teachers, including listening, serving by example, empathising, and cooperating to achieve common goals. Then, its application included listening, serving what's needed, building relationships, inviting followers to think about the organisation, sparing time, paying attention to spirituality and morality, accepting criticism, and admitting mistakes. The SLBS dimensions found from those understanding are Voluntary Subordination, Covenantal Relationship, and Transforming Influence. The SLBS dimensions found from the application are Voluntary Subordination, Covenantal Relationship, Transforming Influence, Transcendence Spirituality, and Authentic Self.

**Keywords:** educational leadership, servant leadership, teacher leadership.

### 1. Introduction

A healthy education is the support backbone for a nation's economic and social development. It is responsible for alleviating poverty and increasing individual incomes. Yang (2020) explained Dewey's opinion that education emphasises personal, moral, and character development above technical skills and knowledge. This noble educational goal can only be achieved with teachers who can teach effectively for the holistic change of the students entrusted to them. Teachers with such capacities do not appear suddenly. They must pass various coaching and empowerment carried out by school leaders or principals. Educational leadership in a school is needed to form committed and qualified teachers. School leaders must provide direction for teachers' development; thus, as a noble profession (Iyer, 2013), teachers can perform their duties with dedication according to their vocation.

Suppose education is interpreted as a series of actions by teachers; then, teachers must be able to be role models for their students, not only 'teaching workers' (Sudaryanto, 2012). Every teacher's behavior will be seen and imitated by students. Following Ki Hajar Dewantara's tenet, teachers must show "*ing ngarsa sung tulada, ing madya mangun karsa, tut wuri handayani,*" which means teachers must be

able to set an example for their students, create opportunities for students to be creative, and provide encouragement for students to progress and develop according to their potential (Sudaryanto, 2012). Teachers who teach while instilling noble values respect their students' potential. They are competent in their fields and, more than anything else, have faith and morals in such a way that they become role models for their students (Mendler, 2010).

With the aforementioned demands, the teaching profession requires a vocation for those who live it. Teaching as a vocation renders the selfless service that teachers provide to children, parents, and society. Iyer (2013) stated that teaching is the emotional experience of an educator in shaping a human being into a whole person based on a spirit of curiosity, facing challenges, and joy in learning. Forming a person to be a teacher who obtains a professional vocation and teaches according to their vocation requires a long process. This process cannot be separated from the leadership process experienced by teachers and prospective teachers. Servant leadership requires a leader to have a soul willing to serve by prioritizing their followers (Greenleaf, 1977). Servant leadership has a top priority to provide services to others, and according to Afrianty et al. (2020), servant leaders must prioritize the interests of their followers above

personal interests. Greenleaf (1977), as the originator of servant leadership in the leadership literature, emphasized that servant leadership pays attention to fulfilling its followers’ needs and expectations.

Furthermore, Salam and Kewo (2017) stated that servant leadership is very much in line with the national goal of education in Indonesia, which emphasizes capability development and character formation so that the Indonesian’s life will be intelligent and dignified. This holistic national education goal aligns with the philosophy of servant leadership, which, according to Greenleaf (1977), is to form followers as a whole. Servant leadership is expected to create a climate and atmosphere that can build teacher performance achievements as educators who can provide excellent student services.

“X” Christian High School in Surabaya hopes that servant leadership principles can be used to serve students in the learning process. During a pandemic, remote learning requires leadership that understands the various difficulties teachers and students face in these drastically changing learning activities. As one of the Christian faith-based schools, the principal of “X” Christian High School in Surabaya stated in his school’s program, vision, and mission that he wanted to invite every teacher to reflect the servant leadership characteristics in their learning process. By implementing servant leadership behavior, school principals have great hopes that teachers who are also leaders can set an example for students and increase their performance effectiveness as teachers. In this regard, the principal wants to ensure teachers understand and implement servant leadership in ‘leading’ (teaching) their students. To meet these needs, the author will examine the teachers’ understanding and how they implement servant leadership in ‘leading’ (teaching) their students. This research follows the needs of “X” Christian High School in Surabaya, which has never evaluated how far various training related to servant leadership has been understood and implemented. Therefore, this servant leadership is engaging to study, and it is beneficial for schools to ensure that teachers can understand and implement servant leadership in the future.

Thus, the research questions are 1) how teachers understand servant leadership and its implementation as a leadership approach at “X” Christian High School in Surabaya and 2) how far the teachers at “X” Christian High School in Surabaya have implemented servant leadership during the learning process.

## 2. Literature Review

### 2.1. Definition of Servant Leadership

Greenleaf is recognized as the father of servant leadership. Greenleaf (1977) described servant

leadership as a leadership approach based on the principle that leaders prioritize serving their followers. Servant leadership begins with sincere feelings that arise within the heart of someone who wants to serve. Iyer (2013) added that servant leadership is a leadership approach that emphasizes leaders’ sincerity in serving followers. In its development, Greenleaf’s opinion on servant leadership is still insufficient to guide servant leadership research studies. Most studies of servant leadership provide a straightforward description of what, why, and how servant leaders behave toward their followers the way they do. It prompted several servant leadership studies to define servant leadership.

Eva et al. (2019) provided a new definition of servant leadership. They stated that servant leadership is an other-oriented leadership approach, manifested through prioritizing the needs and interests of followers, as well as concern for others in the organization and larger society. This definition has three characteristics that form servant leadership’s essence: motive, mode, and mindset.

Meanwhile, Bowman (2014) explained that servant leadership is based on universal principles, such as humility, honesty, trust, empathy, recovery, and community. Mufassir, Mohamad, and Mala (2019) explained that servant leadership arises sincerely from the heart to serve. The choice arising from a voice in the heart will form the destruction to be a leader. The different manifestations of performing a service are ensuring that other people’s needs can be met properly and then making their subordinates mature, healthy, free, and autonomous individuals who can later be the next servant leaders (Mufassir et al., 2019).

According to Salam & Kewo (2017), in its development, the character that animates servant leadership continues to experience improvements, and those improvements are to be applied in school organizations by focusing its energy directly on the teachers’ growth and aspirations. The core values of servant leadership are based on humility and respect for others, focusing on trust, respect for others, and empowerment. The progress and quality of an educational organization or school cannot be separated from the performance of school leaders who carry out their leadership duties using appropriate leadership models and approaches following educational philosophy in Indonesia, especially in the current context.

### 2.2. Dimensions of Servant Leadership

Sendjaya (2015) stated that servant leadership is a holistic approach to leadership that involves leaders and followers through the six dimensions a

servant leader must have, namely (1) Voluntary Subordination. It is the servant leaders' willingness to serve whenever their followers need help. There are two sub-dimensions in Voluntary Subordination, namely being a servant and acts of service; (2) Authentic Self. Servant leaders have the nature of humility and are willing to work without being known by many people, spend time on small things, as well as able to make decisions that are respected and noticed by their followers. There are five sub-dimensions in the Authentic Self, namely, humility, integrity, accountability, security, and vulnerability; (3) Covenantal Relationship. Servant leaders must have the ability to establish relationships with other people as partners, thereby enabling their followers to be innovative, grow and develop, and be creative without fear. To build relationships with the people served, leaders require several essential characteristics, such as acceptance, availability, equality, and collaboration; (4) Responsible Morality. Although servant leaders have authority and power, they must have ethics in every relationship between leaders and followers. This dimension of servant leadership is embodied in the leaders' moral reasoning and action; (5) Transcendental Spirituality. This is the servant leaders' ability to introduce spiritual values to their followers because there is a correlation between servant leadership and spiritual leadership. There are four values of Transcendental Spirituality, namely Transcendental Beliefs, Interconnectedness, Sense of Mission, and Wholeness; (6) Transforming Influence. It is the servant leaders' ability to influence their followers to experience positive changes in several dimensions, for example, emotional, intellectual, social, and spiritual. The Transforming Influence dimension has five sub-dimensions: vision, empowerment, modeling, mentoring, and trust.

### 2.3. Teachers As Servant Leaders

Teachers, as educators, are leaders who will be models for their students. Based on various views from experts, such as Iyer (2013), Sudrajat (2013), and (Bowman (2014), it can be concluded that the teacher as a servant leader has the characteristics of a vocation, behaviour/attitude, and actions. The vocation in question is characterised by the teachers' vocation to provide selfless service with a large salary in their service to students, parents, society, community, nation, and the world. Being a teacher is a vocation to make a positive difference in others' lives. The teachers' vocation is also characterised by providing opportunities for students to develop their strengths, talents, and enthusiasm to achieve the future. The

teachers' behaviours/attitudes are characterised by their independence in the classroom in making decisions, thinking of their improvement methods, and implementing their ideas in dealing with the challenges of each class' unique characteristics with diverse student characters. Other teacher behaviours/attitudes are characterised by their fair treatment to all students in creating a healthy learning environment. The teachers' actions can be characterised by their ability to interact with the principal and colleagues to achieve optimal process improvement and student learning outcomes. Other teachers' behaviours can be characterised by the teacher's motivation to prioritise other people over their personal interests.

### 2.4. Servant Leader in the Education World

Iyer (2013), in his journal entitled *servant Leadership in Teaching*, stated that servant leadership principles help leaders with a decision-making framework that pays attention to various aspects of service and community orientation. Applying Servant leadership principles will ensure more sensitivity and concern for colleagues and students; thus, it will lead to an open and healthy work environment in schools. Bowman (2014) added in his journal entitled *Educators as Serving Leaders in the Classroom and on Campus* explained that servant leadership is a leadership approach based on universal principles, such as humility, honesty, trust, empathy, healing, and community. In daily practice, servant leadership involves a process of inner growth followed by organizational change.

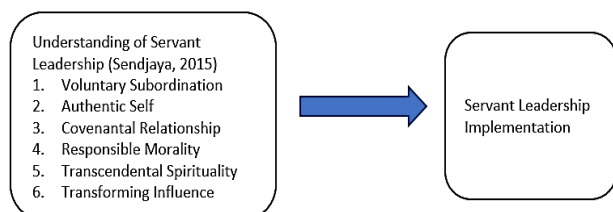
According to Rahayu and Benyamin (2020), in their research, the application of servant leadership impacts the teachers' characters and performances, as well as the students' characters. The impacts can be seen in the form of teachers' positive work ethics, such as serving rather than being served, working harder to fulfil their teaching plus official duties and obligations, being more focused on their vocation as teachers, and being willing to sincerely improve their teaching quality to provide the best service for students.

Education or school management cannot be separated from the leadership model adopted by the principals in carrying out their role as "leaders". This is due to the strong attachment between the leadership model used by school principals and the overall educational process effectiveness in schools (Glatthorn, 2000 in Srimulyani and Hutajulu, 2013). This opinion is basically rooted in the educational leadership concept, which leads to the formation and overall development of human potential (school

members) through the effective use of organisational resources, knowledge, and leadership skills (Weller, 2000 in Srimulyani and Hutajulu, 2013). Teachers can also apply this leadership model in the learning process by encouraging themselves as servant leaders to appreciate and affirm in depth the brain-based needs of their students and colleagues (Bowman, 2014).

## 2.5. Conceptual Framework

In this study, the author will assess the understanding and behaviour of Servant Leadership using an assessment tool from Sendjaya (2015), namely the Servant Leadership Behaviours Scale (SLBS), to apply the six dimensions of serving leadership behaviour at “X” Christian High School in Surabaya. This SLBS assessment results from three holistic and comprehensive leadership approaches, namely Transformational, Authentic, and Spiritual Leadership. With the Spiritual Leadership approach, this SLBS assessment is suitable for researching faith-based schools. Accordingly, by assessing the Servant Leadership understanding and application, it is hoped that the leaders and teachers of “X” Christian High School in Surabaya will provide an overview of how leaders and teachers can implement servant Leadership behaviour at school in the learning process in the classroom. The conceptual framework is described in Figure 1.



**Figure 1.** Conceptual framework

## 3. Methods

The methodology used in this study is qualitative, with mixed data collection methods that combine qualitative and quantitative data.

### 3.1. Semi-Structured Interview

This study used semi-structured interviews. The results of the interviews will be analyzed with reference to the stages of Miles et al. (2020), which consist of three stages, namely data condensation, data display, and conclusion drawing/verification.

After conducting interviews with informants, there are several stages carried out by the author in the data analysis process. First, dividing the informants

into two groups, namely leader and teacher groups. Second, the author transcribed the interviews from ten informants and then presented them in the form of interview excerpts. In this data display, the author provided initials representing the two groups: P-code teacher (as leader) and G-code teacher (as teacher). Third, the author processed the data using first-cycle coding, namely coding found in interview excerpts, and second-cycle coding, namely grouping the codes found into themes or concepts to obtain pattern connections between these codes.

### 3.2. Sampling

The data collection was carried out by interviewing and distributing a questionnaire. Interviews were conducted with ten informants with knowledge and experience related to school leadership. They were the School principal to obtain information on the servant leadership understanding and implementation by “X” Christian High School in Surabaya and the nine permanent teachers at that school to obtain information on their understanding and implementation of servant leadership in the learning process.

The questionnaire was distributed online through the homeroom teachers during the Zoom meeting by filling out the Google form link in the chat. Respondents who filled out the questionnaire were 246 students from the X, XI, and XII grades, both enrolled in science and social studies for the 2021-2022 academic year. The results were used as data confirmation of whether the students felt the teachers’ behaviors related to the Servant Leadership understanding and implementation in the classroom learning process. The data obtained from the questionnaire filled by the students were analyzed descriptively with statistics to confirm the interview results. It was done by calculating the average value, as the values of the Top Two Box (TTB), which describes the number of respondents who answered the questions above 3, namely choosing 4 and 5 where five means strongly agree, and Bottom Two Box (BTB) for those below 3, namely choosing values 1 and 2 where one means strongly disagree. Meanwhile, score three is considered neutral. This analysis was performed to assess the response tendencies of the respondents for each questionnaire item, whether more answers agreed or disagreed. If the percentage of TTB is greater than BTB, it indicates that most respondents tend to agree. Conversely, if the percentage of BTB is greater than TTB, it indicates that most respondents tend to disagree. On the condition that TTB and BTB approach 50%, it could indicate a more balanced distribution or that the majority of respondents have a neutral opinion.

**Table 1.** Profiles of respondents (student)

Category	Total	Percentage
<b>Sex</b>		
Male	112	45.5%
Female	134	54.5%
<b>Class</b>		
X	89	36.2%
XI	46	18.7%
XII	111	45.1%
Total	246	100.0%

The questionnaire was distributed to “X” Christian High School in Surabaya students from the X, XI, and XII grades for the 2021-2022 academic year as research-supporting data. The determination of the number of respondents was based on the Slovin formula. The number of respondents from “X” Christian High School in Surabaya was determined using an error rate of 5% by calculating the Slovin formula to obtain a minimum of 246 respondents. In this study, the author used a Likert measurement scale to measure each questionnaire question given to respondents. The Likert scale used has five categories of answers with the following details:

- 1 = Strongly Disagree (STS)
- 2 = Disagree (TS)
- 3 = Neutral (N)
- 4 = Agree (S)
- 5 = Strongly Agree (SS)

After processing the data, each question's average result will be scaled using class intervals from Sugiyono (2016). In this study, the highest score was five, and the lowest score was 1, while the number of classes was five classes. Class intervals for each category in this study were:

- 1.  $1,0 \leq X \leq 1,8$  (*Very Weak*)
- 2.  $1,8 < X \leq 2,6$  (*Weak*)
- 3.  $2,6 < X \leq 3,4$  (*Moderate*)
- 4.  $3,4 < X \leq 4,2$  (*Strong*)
- 5.  $4,2 < X \leq 5,0$  (*Very Strong*)

## 4. Results

### 4.1. Understanding Servant Leadership

The results showed that teachers at “X” Christian High School in Surabaya understand that Servant Leadership represents leaders who can listen to their followers’ needs and aspirations, serve by example, empathise, and cooperate to achieve common goals. The following will describe the results of data findings on the Servant Leadership understanding by leaders and teachers at “X” Christian High School in Surabaya.

#### 4.1.1. Listening

In this case, listening means noticing the followers’ complaints and expectations. Listening, as per the understanding conveyed, is not only listening passively but also listening and providing a positive response to be followed up later.

*“Servant: a servant, Leadership: leadership. However, a leader that becomes servant is actually strange, isn't it? SL or servant leadership, which essentially means that the leader serves their subordinates and everyone. It is not about the leader giving orders, it's more about wanting to listen people that they lead. Even if their subordinates have different opinions, the leader is willing to listen, not just dictate what they want to do.”*

#### 4.1.2. Serving by Example

The leaders differ from bosses who only order and do not perform the order. In this case, Servant Leadership is a leader who wants to serve by setting an example to the followers.

*“SL is a leader or manager, not a boss, a leader who can nurture and serve their followers and subordinates and show how to overcome difficulties. A leader who can serve their subordinates, not as a boss who does not walk the talk..”*

#### 4.1.3. Empathising

Being leaders who serve is surely not only serving for granted but also caring and being able to feel the followers’ feelings.

*“For example, there is a student named “J,” well, he is just “annoying,” if we are not patient, we might get emotional. However, I tried to serve him by opening my heart and understanding his feelings. Then, when I dared to ask what you feel, what you want. He opened up and wanted to share a lot, starting from his family problems, his dreams, and whatever he wanted to discuss.”*

#### 4.1.4. Cooperating to Achieve Common Goals

Leaders who serve can work closely with colleagues and followers. When someone becomes a servant leader, s/he is undoubtedly expected to be able to cooperate to achieve common goals.

*“serving those we lead and inviting them to work together, working together to achieve*

*goals... "not those who just give command but also want to work together"... "In my opinion, SL serves students, with all sincerity, leading them to achieve common goals."*

## 4.2. Implementation of Servant Leadership

From the results above, the author found that the teachers at “X” Christian High School in Surabaya had implemented what they understood about servant leadership during the learning process in the classroom.

### 4.2.1. Listening

The Servant Leadership implementation by the teachers during the learning process in terms of listening has been implemented at “X” Christian High School. In this case, listening means teachers are willing to listen to the complaints and difficulties faced by their students.

*“So I tried to make the students open up and share their problems. I will not get angry; I will listen to them and find solutions together. Hopefully, they will try to speak more honestly.”*

### 4.2.2. Serving What’s Needed

When teachers listen to the students’ complaints and difficulties, they will serve what students need.

*“I facilitate students with what they need so I can help them when there are difficulties. For example, if they need assistance with questions, like when they struggle with my subject but are afraid to ask, they can contact me directly. Since I'm teaching the 12<sup>th</sup> grade and we conduct online learning, I told them that they can reach out to me through Line if they have any difficulties. If there are any questions, please don't hesitate to ask.”*

### 4.2.3. Building Relationships

Building relationships was carried out by teachers in order to understand more the difficulties and problems experienced by the students, so teachers can help to solve them.

*“I like inviting students to discuss whether about the lesson material, and I always direct them to discuss outside the lesson topic after learning because I think it is very important to build a relationship with them.”*

### 4.2.4. Encouraging The Followers to Think About The Organisation’s Future

The concerns of leaders at “X” Christian High School in Surabaya for advancing the organization, namely the school, can be seen from the teachers’ concerns to encourage students to be directly involved in the school’s activities.

*“...I can take part in working on various parts of our school, not just forming a team and giving orders, but SL still requires us to mobilize the school community, and especially when we want to do activities, I form commissions. I feel it helpful when not only me contributing but the others also wanted to get involved and work together.”*

### 4.2.5. Spending Time Outside of School Hours

Spending time was not only to hear the students’ complaints or difficulties but also to solve them. The teachers outside of school hours did this.

*“In my opinion, an important service is also shown when students in the class have low grades and need our help; I often say, "If you need me after school, I am ready as long as you make an appointment." I am ready to serve them. Especially when we conduct online learning like this, I tell them to make an appointment with friends who need assistance, then we will meet online via Zoom and I will explain to them.”*

### 4.2.6. Paying Attention to The Students’ Spirituality and Morality

The form of the teachers’ concern for students can be seen from their attention to students. Teachers’ concern was not limited to the subject matter but also the students’ spiritual improvements.

*“For example, talent, in this topic, the students can be invited to be grateful for what God has given them. So if they are different, don't be inferior or jealous of others, and we can ask them to explore what they have to assist and share with others.”*

### 4.2.7. Accepting Criticism and Admitting Mistakes

When implementing the learning process, as a teacher who is also a leader in the class, the teachers at “X” Christian High School in Surabaya felt and admitted that there would be many shortcomings.

Thus, attitudes that show teachers are willing to accept criticism and admit mistakes were identified in this case. They accepted criticism as a form of input for a better learning process in serving students.

*“When teaching, I can't 100% please the students, as long as it is constructive criticism, we accept it well, and usually at the end of the lesson, I make a GF for students to give criticism and suggestions, and obviously, I get a lot of criticism and suggestions. Moreover, when we are criticized, the first response must be to see the person. If we criticize students who are achieving well, we usually accept it with pleasure, but if they never listen, we will find it difficult to accept. However, that is the initial response. After that, we think, as long as the content of the criticism is true, no matter who conveys it, we accept it as long as it is for our good.”*

Besides being willing to accept criticism in the learning process, teachers also showed an attitude of admitting mistakes.

*“When teaching and there were students who said that material was wrong, I said let us check it together. If they are right, I apologized and said thank you. Moreover, sometimes give extra points when they give appropriate corrections.”*

## 5. Discussion

In this research, the findings obtained from interviews with teachers of “X” Christian High School in Surabaya will then be confirmed with the results of student questionnaires to see what the teachers do regarding the Servant Leadership implementation in the learning process in the classroom also felt by the students. The questionnaire given to students adopted 35 questions covering various aspects of servant leadership behavior in the measurement dimensions of the Servant Leadership Behavior Scale from Sendjaya (2015).

### 5.1. Listening

According to Sendjaya (2015), a servant leader's real expression of the serving action is constantly responding to every problem by being willing to listen first. Leaders who serve must be willing to open their ears to listen to followers who share their life stories. In the listening implementation, the author found that the leaders and teachers of “X” Christian High School in Surabaya listened both in their leadership and learning process in the classroom.

**Table 2.** Results of the student questionnaire on the voluntary subordination dimension

No	Statement	BTB	TTB	SD	Mean
1.	My teacher prioritises the students' needs over his/hers.	2.89%	68.60%	0.81	3.87
2.	My teacher uses his/her authority to serve, not for his/her ambitions.	1.24%	83.06%	0.72	4.15
3.	My teacher prioritizes responsibility over rights.	1.65%	85.95%	0.69	4.15
4.	My teacher is willing to serve students whenever they need help regardless of their background (gender/race/religion, etc.).	0.83%	90.08%	0.70	4.49
5.	My teacher shows concern through sincere/practical daily actions.	1.24%	82.64%	0.72	4.14
6.	My teacher listens to his/her students to understand them.	4.13%	78.93%	0.81	4.05
7.	My teacher is willing to help students selflessly.	1.24%	87.19%	0.74	4.42
<b>Mean</b>				0.74	4.18

Listening is a sub-dimensional of voluntary subordination, namely the act of service (Sendjaya, 2015). Listening, as done by both the leaders and teachers of “X” Christian High School in Surabaya, was listening to the students' complaints, difficulties, and problems and actively and responsively implementing to understand what students were experiencing. The real action taken as leaders was listening to fellow teachers as homeroom teachers complaining about the students' and their parents' problems, which will be followed up gradually. In the classroom, the teachers also listened to students as the individuals they led during the learning process. Students then confirmed the teachers' servant leadership implementation through the questionnaire results in Table 2.

Based on this data, it can be seen that the students assessed that the teachers implemented the Voluntary Subordination dimension, namely listening to the students’ complaints to understand the students’ problems. This can be seen in statement number 6, which obtained a mean of 4.05 (strong) with a higher TTB value (79.93) than the BTB value (4.13).

## 5.2. Serving What is Needed

Based on the findings, the author saw that the leaders and teachers of “X” Christian High School in Surabaya have realized that they are servants who serve what their followers need. The leaders and teachers of “X” Christian High School in Surabaya have taken an act of service, namely serving the teachers’ and students’ needs. These needs may include infrastructure facilities for increasing competency, psychological needs (counseling), or academic needs (material difficulties or subject matter enrichment). This implementation was then confirmed by student questionnaire results, as described in table 2.

As per this data, it can be seen that there are two statements with high mean from the Voluntary ordination dimension, namely statement number 4 of 4.49 with a TTB value of 90.08% and statement number 7 of 4.42 with a TTB value of 87.19%. The lowest average value was obtained in statement number 1 of 3.87, with a TTB value of 68.60%.

## 5.3. Building Relationships

The covenantal relationship is built between individuals with a shared commitment, namely values, open commitment, mutual trust, and concern for the welfare of one another (Sendjaya, 2015, p. 71). From this relationship, the individuals served will feel valued and supported, creating a positive attitude towards the organization and leading to expected results such as compliance, loyalty, and participation (p. 72). Sendjaya (2015) further explained that Covenantal Relationship is defined as the servant leaders’ behavior to foster a sincere, deep, and lasting relationship with the followers. The students confirmed this implementation, as per the results of the student questionnaire described in Table 3.

From the questionnaire results in Table 3, it was found that students assessed the teachers’ attitude in the Covenantal Relationship dimension, namely building relationships, treating students as friends and spending time well during the learning process. In the Availability sub-dimension, students also felt that when teachers build relationships with them, teachers will accept their students as they are. This can be seen in statement 2, which obtained the highest mean of 4.27 (very strong). However, the

students still have not fully felt points 4, 5, and 6, which are part of the collaboration sub-dimensional; thus, it requires attention to be further developed.

**Table 3.** Results of the student questionnaire on the covenantal relationship dimension

No	Statement	BTB	TTB	SD	Mean
1.	My teacher provides confidence to his/her students.	2.07%	83.06%	0.76	4.14
2.	My teacher accepts students as they are, even though they have failed.	1.65%	86.36%	0.73	4.27
3.	My teacher treats every student well, even though the student did not do the same.	3.31%	77.69%	0.82	4.05
4.	My teacher takes the time to build interaction with students.	4.55%	75.21%	0.82	3.97
5.	My teacher treats his/her students as friends.	4.96%	68.18%	0.83	3.87
6.	My teacher dares to take risks when entrusting something to his/her students.	2.89%	69.83%	0.77	3.87
<b>Mean</b>				0.79	4.03

## 5.4. Encouraging Followers to Think About The Organisation’s Future

Leaders will invite their followers to think about the organization’s future. This aligns with the Transforming Influence dimension; the leaders who serve want to help the followers become what they are capable of according to their best abilities (Sendjaya, 2015). This implementation was confirmed by the students in the questionnaire results listed in Table 4.

It can be seen from the questionnaire results in Table 4 that statement number 1 obtained the lowest mean with a value of 3.89. Whereas statement number 7 obtained the highest mean with a value of 4.22. Based on these results, the students felt the



Transforming Influence sub-dimensional implemented by teachers at “X” Christian High School in Surabaya. However, the vision sub-dimensional shall obtain more attention than the other sub-dimensions.

**Table 4.** Results of the student questionnaire on the transforming influence dimension

No	Statement	BTB	TTB	SD	Mean
1.	My teacher represents the school’s vision to his/her students so students study seriously.	3.72%	72.31%	0.78	3.89
2.	My teacher reduces the barriers students feel when participating in achievement-oriented activities.	4.55%	75.62%	0.83	4.00
3.	My teacher plays an active role in ensuring that his/her students grow as fully as they should.	3.72%	73.55%	0.84	4.03
4.	My teacher gives examples in the form of actions that could be exemplary	1.65%	80.99%	0.74	4.10
5.	My teacher can inspire students to learn servant leadership.	2.07%	75.21%	0.78	4.03
6.	My teacher encourages students to perform their best.	2.89%	80.99%	0.80	4.17
7.	My teacher provides opportunities to students, so they can work things out without fear.	2.07%	81.40%	0.81	4.22
<b>Mean</b>				0.80	4.06

### 5.5. Paying Attention to Spirituality and Morality

It was found that during the learning process as leaders in a Christian school, the teachers at “X”

Christian High School in Surabaya also fostered the students’ spirituality and morality. According to Sendjaya (2015), leaders who cultivate spirituality in the workplace will create a culture in which followers experience three things: a sense of transcendence, connection, and meaning. The implementation by the teachers was then confirmed by the students, as represented in the questionnaire results in Table 5.

**Table 5.** Results of the student questionnaire on the transcendental spirituality dimension

No	Statement	BTB	TTB	SD	Mean
1.	My teacher shows the way or passion in teaching students, and believes in being a teacher because of a ‘vocation’.	4.55%	72.73%	0.83	3.95
2.	My teacher reminds students of the importance of studying.	2.89%	80.17%	0.76	4.07
3.	My teacher helps students find their purpose in life.	9.92%	59.09%	0.95	3.70
4.	My teacher encourages students to commit to Christian values, not just learning scores.	2.07%	80.99%	0.78	4.17
<b>Mean</b>				0.83	3.97

From the questionnaire results in Table 5, it was uncovered that students assessed the teachers’ attitude in the Transcendental Spirituality dimension, namely teachers’ concern in growing spirituality, especially instilling Christian faith during the learning process that students felt. However, some students did not feel the Sense of Mission was sub-dimensional; teachers did not help them to find their life purpose. This can be seen in statement number 3 with the TTB value of only 59.09% and BTB value of 9.92%, even though the mean value was 3.70 (strong), so this section needs attention and evaluation to be developed in its implementation in the classroom.

### 5.6. Accepting Criticism and Admitting Mistakes

From the findings, it was identified that the teachers of “X” Christian High School in Surabaya

accepted criticism and admitted mistakes that intersected with the SLBS dimension, namely the Authentic Self. According to Sendjaya (2015, p.56), servant leaders can manifest themselves authentically when they are humble, integrated, responsible, and delicate. As represented in the questionnaire results in Table 6, the students confirmed this implementation.

**Table 6.** Results of the student questionnaire on the authentic self dimension

No	Statement	BTB	TTB	SD	Mean
1.	My teacher shows a non-defensive attitude when criticised.	11.16%	64.88%	0.97	3.72
2.	My teacher tries to focus on the criticism and not the critic.	4.13%	72.31%	0.81	3.91
3.	My teacher gives examples in the form of actions that could be exemplary.	1.65%	84.71%	0.72	4.14
4.	My teacher provides opportunities for students to question the material they have taught.	0.83%	93.39%	0.64	4.54
5.	My teacher provides opportunities for students to explain different answers.	0.83%	90.08%	0.68	4.35
6.	My teacher is willing to admit mistakes in the learning process.	2.89%	84.30%	0.78	4.20
<b>Mean</b>				0.77	4.14

The questionnaire results in Table 6 showed that statements 1 and 2 had the lowest mean value compared to statements 3, 4, 5, and 6. In statement number 1, students did not feel it even though the mean looks strong, namely 3.72, but the BTB value obtained was 11.16%, and TTB was 64.88%. Whereas students mainly felt statement number 4. Based on the data displayed above, the author gets the Authentic Self sub-dimensions: accountability, security, and vulnerability students feel during the learning process. Meanwhile, the humility and integrity sub-dimensions need special attention to be further developed so that the students can feel them.

Based on the author’s findings, there was one dimension, namely Responsible Morality, which was not found when the author questioned how teachers implemented Servant Leadership during the learning process in the classroom. However, the students were primarily able to feel that the teachers at “X” Christian High School in Surabaya implemented the Responsible Morality dimension during the learning process. The students confirmed this implementation as per the questionnaire results in Table 7.

**Table 7.** Results of the student questionnaire on the responsible morality dimension

No	Statement	BTB	TTB	SD	Mean
1.	My teacher can maintain his moral principles.	0.83%	86.78%	0.68	4.21
2.	My teacher encourages me to consider morality in my thinking.	0.41%	83.88%	0.70	4.19
3.	My teacher increases my ability to act properly.	0.83%	83.06%	0.72	4.17
4.	My teacher reminds me that the proper method is more important than the end result.	4.13%	83.47%	0.83	4.18
5.	My teacher often emphasises the importance of acting properly over looking good.	3.72%	84.30%	0.82	4.24
<b>Mean</b>				0.75	4.20

It was found from the questionnaire results in Table 7 that students assessed the teachers’ attitude in the Responsible Morality dimension, namely the teachers’ concern in providing moral values to students. This can be seen from statements 1, 2, 3, 4, and 5, which obtained almost the same mean, namely 4. Based on the Responsible Morality dimension elements, statement number 1 was a form of Moral Reasoning sub-dimension commitment, and numbers 2, 3, 4, and 5 were a form of Moral Action sub-dimension commitment. The teachers had implemented this dimension in the learning process, namely when the teachers taught learning materials while inserting moral values emphasized to students.

## 6. Conclusions

This study examines how teachers understand and implement servant leadership in ‘leading’ (teaching) their students. The result indicated that leaders and teachers at “X” Christian High School in Surabaya understand Servant Leadership, a servant leader who serves by listening to the needs and aspirations of those they lead, setting an example, showing empathy, and working together to achieve common goals. From the aforementioned understanding and application, three dimensions of Servant Leadership were found based on the Servant Leadership Behavior Scale (SLBS) measurement by Sendjaya (2015): Voluntary Subordination, Covenantal Relationship, and Transforming Influence. Five dimensions were identified in its implementation within the learning process: Voluntary Subordination, Covenantal Relationship, Transforming Influence, Transcendent Spirituality, and Authentic Self. The data findings suggest that teachers at “X” Christian High School in Surabaya tend to have a suitable understanding and application of Servant Leadership. Apart from the findings, this research could also be significant as an initial step in Servant Leadership research in education using the SLBS approach by Sendjaya (2015). The leadership principles identified can be applied in the educational process, which will impact educators in guiding students in their learning journey.

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